

# ATEP Programme

## Evaluation Report

February – July 2024

# Contents

## Pages

<input type="checkbox"/> Executive summary	3 – 6
<input type="checkbox"/> Key findings	7 – 11
<hr/>	
<input type="checkbox"/> Employer engagement	12 – 25
<input type="checkbox"/> School engagement & feedback	26 – 33
<input type="checkbox"/> Student survey analysis	34 – 56
<input type="checkbox"/> Assets and resources	

# **Executive Summary**

# Executive summary

## Overview of the project

West Yorkshire Combined Authority (WYCA) identified a lack of uptake within West Yorkshire in ATE routes amongst young people, in particular apprenticeships. The ATEP project aimed to support employers to mentor small groups of students and increase their knowledge on ATE options, give experience of apprenticeship opportunities and increase confidence in application processes.

## Key deliverables

- WYCA to engage 3 x schools/colleges to participate in the project with 2 x groups of 7 students
- Recruitment of 6 employers (3 from WYCA and 3 from Amazing Apprenticeships)
- Delivery of training workshop to group of 6 employers
- Employers to mentor groups of 7 students each to learn more about ATE opportunities
- Creation of 3 x A4 guides to ATE for Students, Careers Leaders & Parents/Carers
- Evaluation of stakeholders to understand progress made

# Executive summary

## Key findings

- ❑ All stakeholders scored their participation in the programme as Good or Excellent
- ❑ Student knowledge of apprenticeships increased by 26% and their confidence in applying by 52%
- ❑ Although the project increased awareness of technical education, students were not as confident in their deeper understanding of other technical options (such as T Levels and HTQs)
- ❑ Where students already knew an apprentice, their existing knowledge of apprenticeships was higher than those who did not know an apprentice
- ❑ Students gained confidence around initial applications stages (applications/CVs), but need further support in preparing for later recruitment assessments (online tests/assessment centres)
- ❑ Teachers felt the strength of the programme was the employer interaction and guidance, although that more information around non-participating employers could have been included
- ❑ The timing of the project could, at times, be challenging having started a bit later in the academic year (schools sometimes struggled to reserve time for the project) and other events taking place
- ❑ Employers felt 40% more confident in informing students about apprenticeships and technical education post training

# Executive summary

## Recommendations:

1. **Start the programme earlier in the academic year**
2. **Include greater LMI / other employer information in delivery materials for employers**
3. **If the programme delivery time is extended, supporting employers to deliver more guidance/sessions around interviews, assessment centres and tasks in the application process**
4. **Reduce the number of questionnaires for students (no session evaluations) – try and capture the pre and post evaluations in sessions**
5. **Developing a system to monitor and capture the progress of applications made through the project**
6. **Greater involvement of the employer's apprentices in the sessions**

# **Key findings**

# Positive engagement & impact

- ❑ The project overall was scored really highly for employer and Careers Leader engagement:
  - **100% of employers** scored the project overall and the training as **Good (4/5) or Excellent (5/5)**
  - **100% of Careers Leaders** scored the project overall as **Good (4/5)**
- ❑ The number of students considering an apprenticeship increased by the end of the project
  - **80% of students** were considering an apprenticeship prior to the project, which increased to **94%**

**“The project was great.  
The support from Helen  
has been brilliant.”**  
Careers Leader

**“Thank you for giving our  
students this opportunity  
– it’s been great! 😊”**  
Careers Leader



# Increased awareness

- ❑ **Student understanding of ATE and application processes increased across each area, with the below % of students scoring 4 or 5 (out of 5) in their knowledge levels of:**
  - Understanding apprenticeships: **45% pre-project > 71% post-project**
  - How to apply for apprenticeships: **19% pre-project > 71% post-project**
  - Understanding T Levels: **5% pre-project > 26% post-project**
  - How to apply for T Levels: **5% pre-project > 29% post-project**
  - Awareness of local opportunities: **30% pre-project > 52% post-project**
  - Awareness of other routes into work: **30% pre-project > 62% post-project**
  - Awareness of local employers offering apprenticeships: **18% pre-project > 55% post-project**
- ❑ **Student awareness of apprenticeship topics increased if they knew an apprentice**
  - Students who already knew an apprentice felt between **15% - 30% more knowledgeable** on apprenticeship topics than students who did not know an apprentice

# Confidence in applications

- Student confidence in applying for apprenticeships increased in 3 areas, stayed the same in 1 and decreased in 3, with the below % of students scoring 4 or 5 (out of 5) in their confidence in:
  - Writing a CV: 60% pre-project > 80% post-project
  - Writing a cover letter: 30% pre-project > 54% post-project
  - Telephone interviews: 59% pre-project > 63% post-project
  - Face to face interviews: 57% pre-project > 51% post-project
  - Online tests/quizzes: 75% pre-project > 66% post-project
  - Assessment centres: 66% pre-project > 51% post-project
  - Presenting/completing a task: 57% pre-project > 57% post-project

# Employer confidence in delivery

- ❑ Employers felt more confident to deliver the programme after the training, with the below % of employers scoring 'Very Confident' or 'Confident' in the below areas:
  - Informing students about apprenticeships: 40% 'Very Confident' pre-project > 80% 'Very Confident' post-project
  - Informing students about technical education: 20% pre-project > 60% post-project
  - Giving students guidance on applying: 60% pre-project > 100% post-project
  - Mentoring students: 100% pre-project > 80% post-project
  - Hosting a business visit: 100% 'Confident' pre-project > 40% 'Confident', 40% 'Very Confident' post-project

# **Employer engagement**

# Overview

- 6 local employers were invited to participate in the ATEP project, including:
  - Lloyds Banking Group (3 x colleagues)
  - Howdens (2 x colleagues)
  - FDM
  - Morgan Sindall
  - Covea
  - Yorkshire Housing
- Due to personal circumstances, unfortunately Yorkshire Housing and Covea were no longer able to participate in the project, despite Yorkshire Housing having attended the online employer training.
- With a few volunteers joining the project from Lloyds Banking Group, they were able to divide and support the cohorts in place of Yorkshire Housing and Covea.
- The individuals who volunteered all had varying levels of confidence, subject knowledge and previous experience, which was identified through the employer training. A couple of the volunteers therefore worked with colleagues to co-deliver sessions, which they noted was a great support and also benefitted the project in terms of reach and buy-in from the organisations.
- All of the employers who participated this year have confirmed they would like to continue working with WYCA going forward on careers projects.

# **Employer evaluation**

# Employer project feedback

- **2 employers** have completed the project evaluation – both from Lloyds Banking Group
- The employers scored the project as below:

Score	Employer 1	Employer 2
Project overall	5	4
Support in session preparation	5	3
Support in working with the school/college	5	4
Session content	5	3
Delivering the sessions / working with the students	5	3

**Employer 1**  
“Excellent experience, from training through to delivery”

**Employer 2**  
“Talks went well at the school but could be more structured. Students may want to provide us with what they are looking to get out of it before we attend so we can tailor our talks. Site visit went really well”

- Both employers would like **to participate again in future** and **sign up to become an Enterprise Adviser**.

# **Employer training**



# Overview

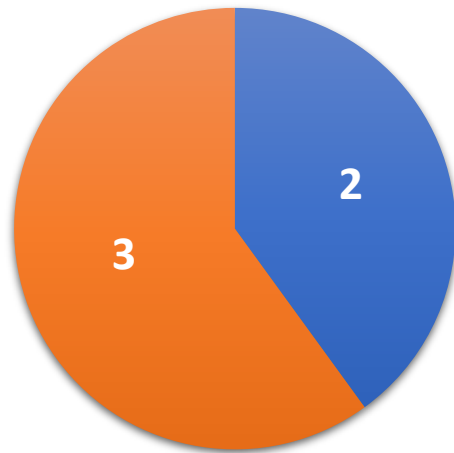
- The face to face training went really well, with **4 out of 5** attendees scoring the session as **Excellent** and **1** attendee scoring the session as **Good**
- Comments and **feedback were really positive** during and following the session (please see slide 8)
- 3 employers were represented at the face to face training and completed the post-training survey – **Lloyds Banking Group, Howdens and FDM**
- The pre-training survey, however, was completed by **Lloyds Banking Group, FDM and Yorkshire Housing Group** – and so distanced travelled is not always demonstrated where Howdens were newer to apprenticeships and school engagement and Yorkshire Housing Group have more experience
- 3 attendees noted prior to the training that they had experience of working with students & schools, whilst 2 attendees had not

The following slides provide an insight into the impact of the training on confidence around different elements of delivery of the programme. This will be updated when the virtual employers complete the survey.

# Informing students about apprenticeships

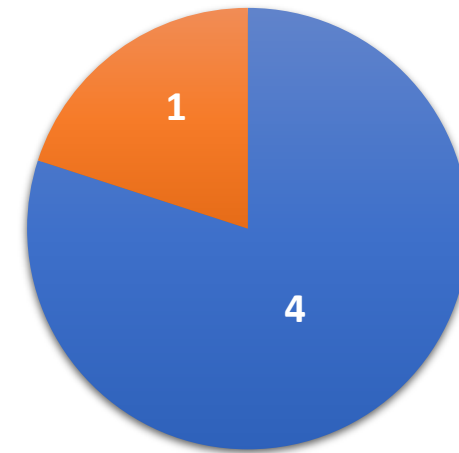
Following the training, 2 employers increased in confidence around informing students about apprenticeships.

Confidence pre-training



■ Very confident ■ Confident ■ Somewhat confident ■ Not confident at all

Confidence post-training

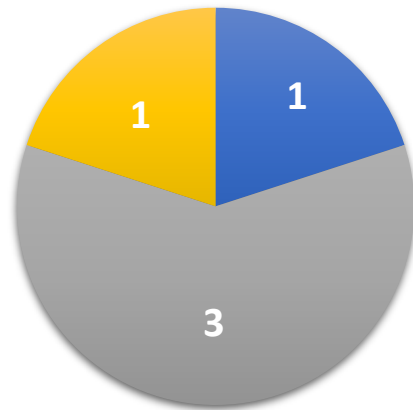


■ Very confident ■ Confident ■ Somewhat confident ■ Not confident at all

# Informing students about Technical Education

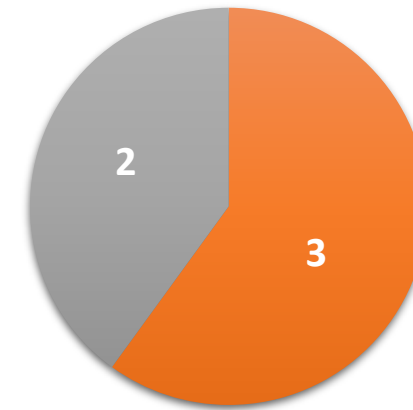
Employers increased in confidence around their knowledge of technical education. During the session, the employer who marked a higher confidence pre-training noted that they had not been fully aware of the different options across technical education and therefore reviewed their scoring.

## Confidence pre-training



■ Very confident    ■ Confident  
■ Somewhat confident    ■ Not confident at all

## Confidence post-training



■ Very confident    ■ Confident  
■ Somewhat confident    ■ Not confident at all

# Giving students guidance on applying

The training supported 2 employers to increase their confidence from somewhat confident to confident with regards to giving students guidance on applying for apprenticeships.



# Mentoring students

The feedback regarding mentoring does not completely match where Yorkshire Housing completed the pre-survey and Howdens completed the post-survey.



# Hosting a business visit

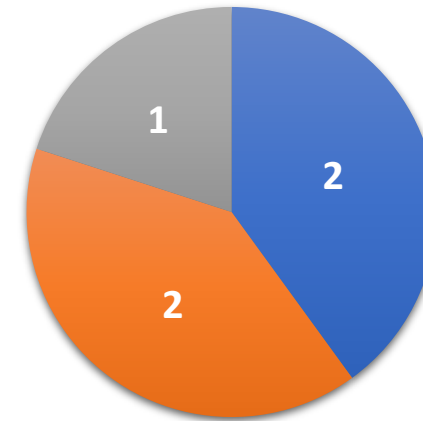
An attendee at the training explained that he felt less confident about who he needs to speak to internally and how he should be going about arranging a visit, but a colleague offered to support with this.

Confidence pre-training



■ Very confident   ■ Confident  
■ Somewhat confident   ■ Not confident at all

Confidence post-training



■ Very confident   ■ Confident  
■ Somewhat confident   ■ Not confident at all

# Post-training survey

## What worked well ...

“Good interactive session with lots of ideas”

“Interactive session with listened to input and feedback”

“A great session”

“The support on offer and friendly approach”

## What was most useful ...

“The presentation slides put together and all other available resources”

“Information about the different programs T Levels etc”

“Understanding different options and meeting other people”

“Meeting others with knowledge of apprenticeship/ further education backgrounds”

# Post-training survey

## Even better if ...

- Feedback was given following the face to face session explaining that more in-depth insights into who is involved (e.g. organisations) and how would have been useful.
- This was then applied for the virtual training where more time was given to this.

“Would like to have seen an heir-achy/ introduction of the different organisations involved at the beginning as I’m not from a recruitment/apprenticeship background I had to get up to speed quickly on unknown territory”



# Other ways employers offered to support

- Candidate(s) can apply to apprenticeship programme and they could support closely through the process
- Signposting to apprenticeship network
- Linking with current/past apprentices
- Open to other ideas from WYCA and happy to help

# **School engagement & feedback**

# **School overview**

# Overview

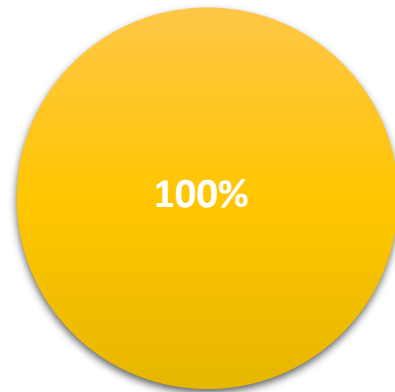
- It was decided that small groups of students at different transition stages from across our Hub Schools/ Colleges in Leeds, Wakefield and Bradford would be the initial beneficiaries of this programme.
- Across all council areas of West Yorkshire disadvantaged pupils are less likely to enter an apprenticeship than other pupils on the completion of Key Stage 4. Only 3% of pupils eligible for free school meals enter an apprenticeship. A similar situation prevails following Key Stage 5. The overall apprenticeship entry rate is above the national average across all local authority areas in West Yorkshire, but disadvantaged young people are less likely to enter a sustained apprenticeship destination than their non-disadvantaged peers. The gap is particularly wide for pupils in Leeds and Wakefield.
- In considering the supply of skills within West Yorkshire, we took account of the inclusiveness of the skills pipeline, as well as the extent to which it is sufficient to meet needs. Apprenticeships should provide an important mechanism for social mobility, therefore the intent for this project is to work with pupils from schools particularly in Lower Layer Super Output Areas where the rate of poverty related to unemployment, low salaries and general health are low. In West Yorkshire there is a high percentage of these postcode areas in Bradford, Leeds and Wakefield.
- 2 schools and 1 college were selected to participate by the Schools Partnership Team. The establishments and cohorts were as follows:
  - Ossett Academy (Year 10)
  - Bingley Grammar School (Year 12)
  - Leeds City College (Year 13)

# Careers Leader feedback

# Careers Leader feedback

Careers Leaders (3)

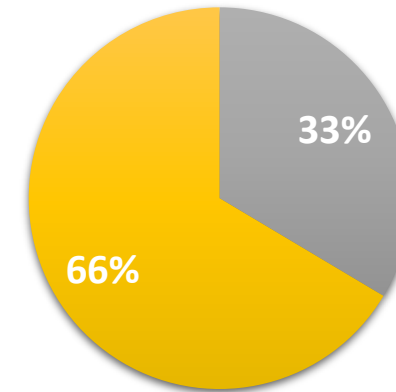
How would you score the project overall?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

Careers Leaders (3)

How would you score the session content?

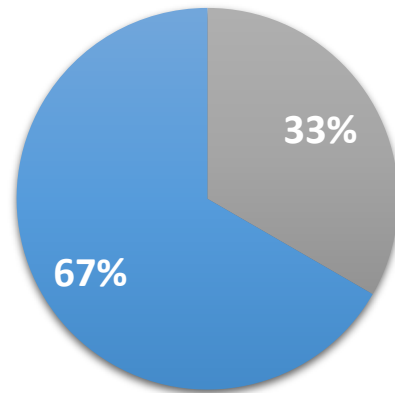


■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

# Careers Leader feedback

Careers Leaders (3)

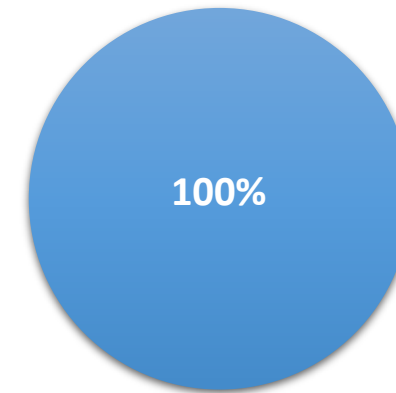
How would you score the employer engagement?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

Careers Leaders (3)

How would you score the school/college support?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

# Careers Leader feedback

School / college	What have you found most useful about the project?	Was there anything else you may have found helpful or would have liked from the project?
<b>Bingley Grammar</b>	“Making a <b>connection to a good local company</b> , bringing in external employer. Providing <b>support on apprenticeships.</b> ”	“ <b>More information about other companies</b> and where to find apprenticeships. Would have been good to hear <b>more about other providers and offerings locally.</b> ”
<b>Leeds City College</b>	“The opportunity for our students to <b>learn from current apprentices</b> , also for our students to learn directly from <b>employers</b> what they are looking for on applications/in interviews and what kind of apprenticeships are available. The students also seemed to enjoy <b>visiting employers premises</b> and experiencing a workplace.”	“The project was really useful but I think that it would have been <b>easier if it was after Christmas</b> as the project was during exam season so it was hard to find available students and dates. I also <b>don't think the information on T-levels was necessary as our learners are 18+</b> so have already picked their post 16 options.”
<b>Ossett Academy</b>	“ <b>Insight from the two employers.</b> Students got to here first hand from employers about their experiences and understand the recruitment process for apprenticeships.”	“ <b>Better understanding of Technical Education from the providers</b> on T Levels and the realities e.g. they are an academic route and colleges only recruit students with Grade 5's and above. More time to deliver the project over a long period of time.”



# Careers Leader feedback

“The project was great. The support from Helen has been brilliant.”

“Thank you for giving our students this opportunity – it’s been great! 😊”

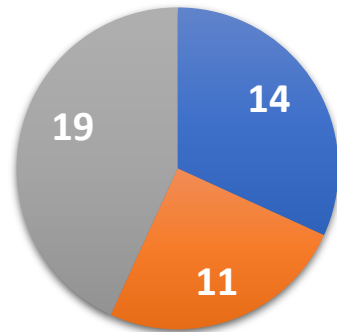
# **Student survey analysis**

# **Respondent demographics**

# Survey completions

Pre-project survey

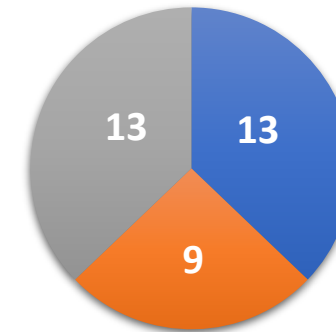
No. of respondents (44)



- Bingley Grammar School
- Leeds City College
- Ossett Academy

Post-project survey

No. of respondents (35)

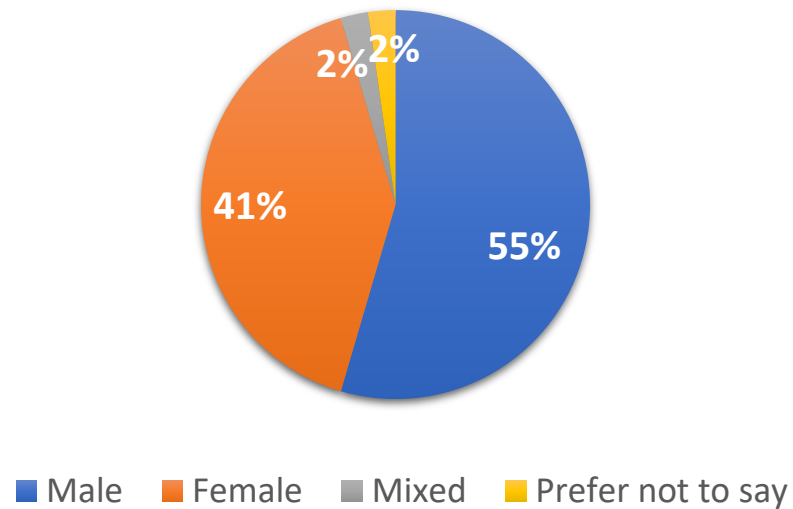


- Bingley Grammar School
- Leeds City College
- Ossett Academy

# Gender breakdown

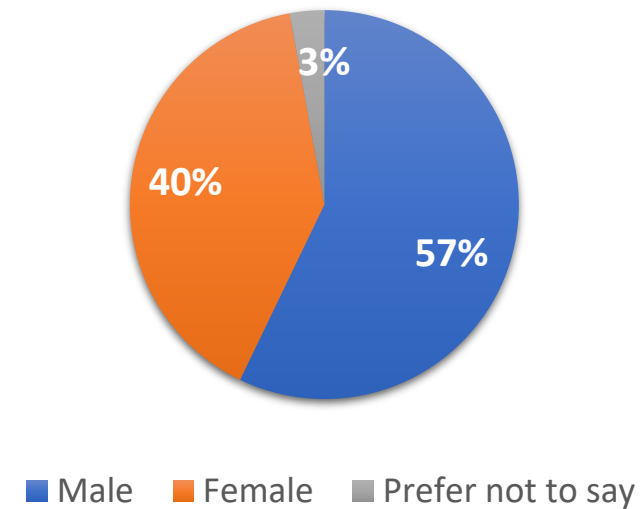
Pre-project survey

How would you describe your gender? (44 responses)



Post-project survey

How would you describe your gender? (35 responses)

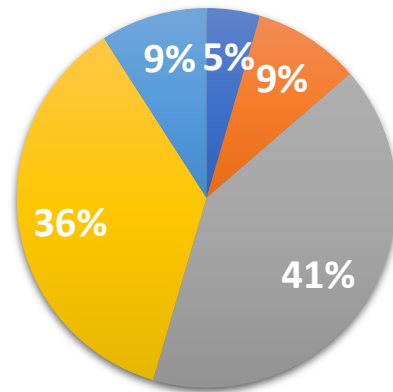


**Knowledge & awareness**

# Understanding of apprenticeships

Pre-project

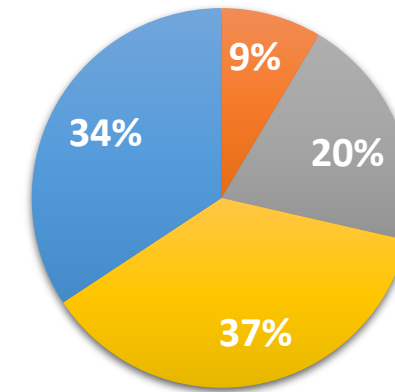
Understanding of apprenticeships



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

Understanding of apprenticeships

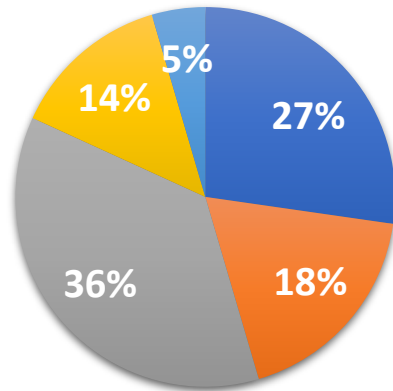


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Applying for apprenticeships

Pre-project

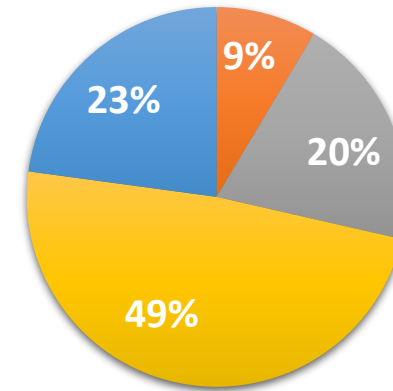
How to apply for apprenticeships



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

How to apply for apprenticeships



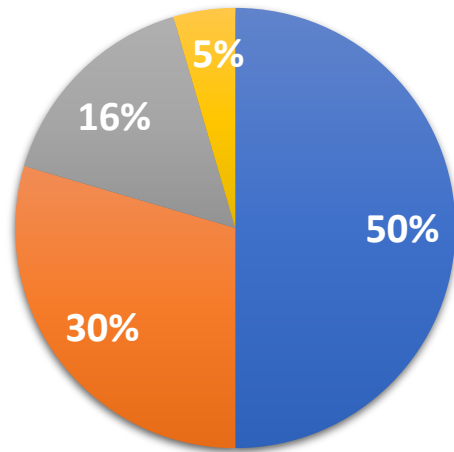
■ 1 ■ 2 ■ 3 ■ 4 ■ 5



# Understanding of T Levels

Pre-project

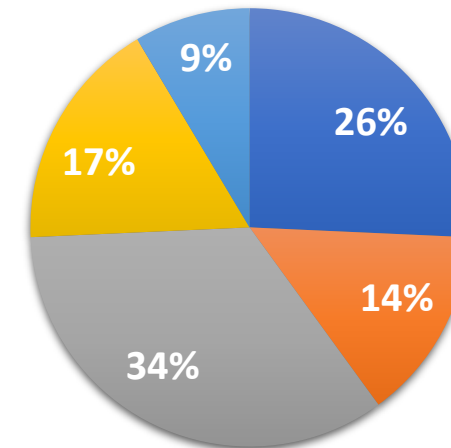
T Levels and what they are



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

T Levels and what they are

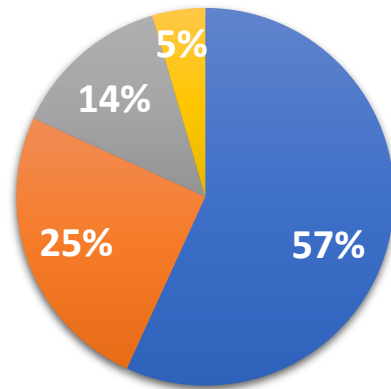


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Searching and applying for T Levels

## Pre-project

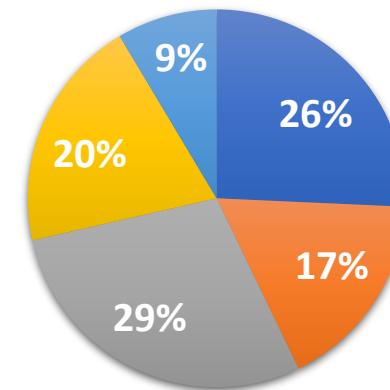
How to find an apply for T Levels



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

## Post-project

How to find an apply for T Levels

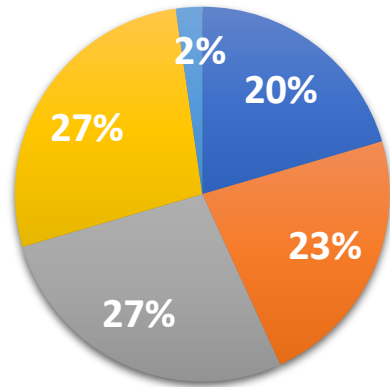


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Awareness of local opportunities

Pre-project

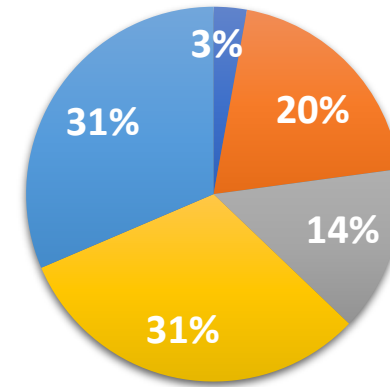
What kind of opportunities are available locally to you



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

What kind of opportunities are available locally to you

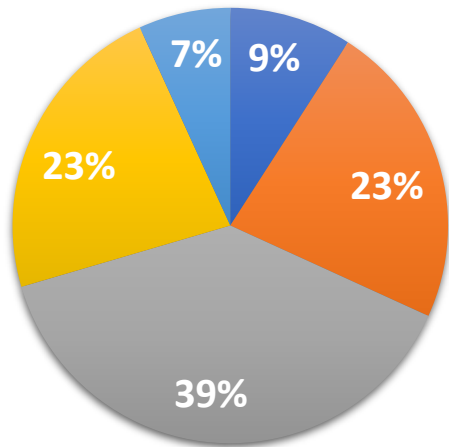


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Awareness of other options

Pre-project

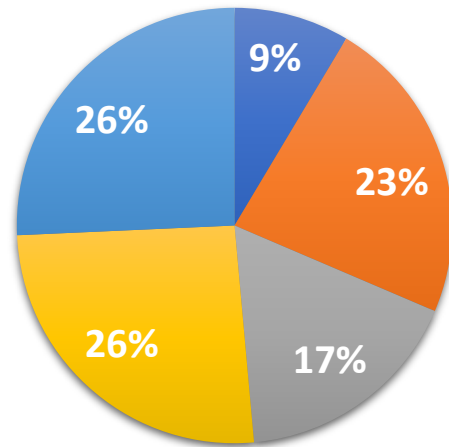
Other routes into work



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

Other routes into work

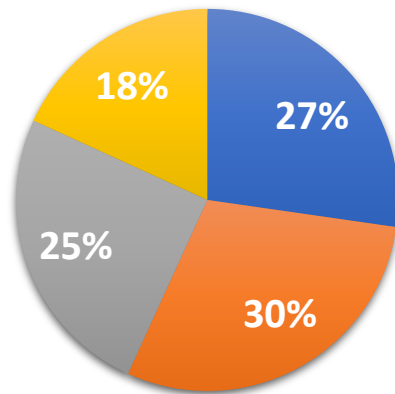


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Awareness of local employers

Pre-project

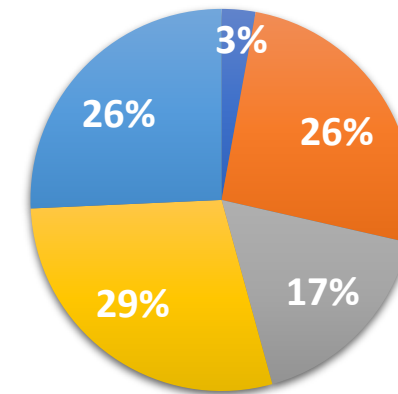
What employers offer apprenticeships in my local area



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

What employers offer apprenticeships in my local area



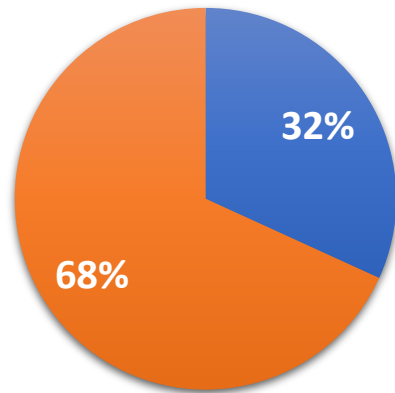
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# **Apprentice connections:** **Impact on awareness**

# Apprentice connections

## Pre-project survey

Do you know anyone doing an apprenticeship?



■ Yes ■ No

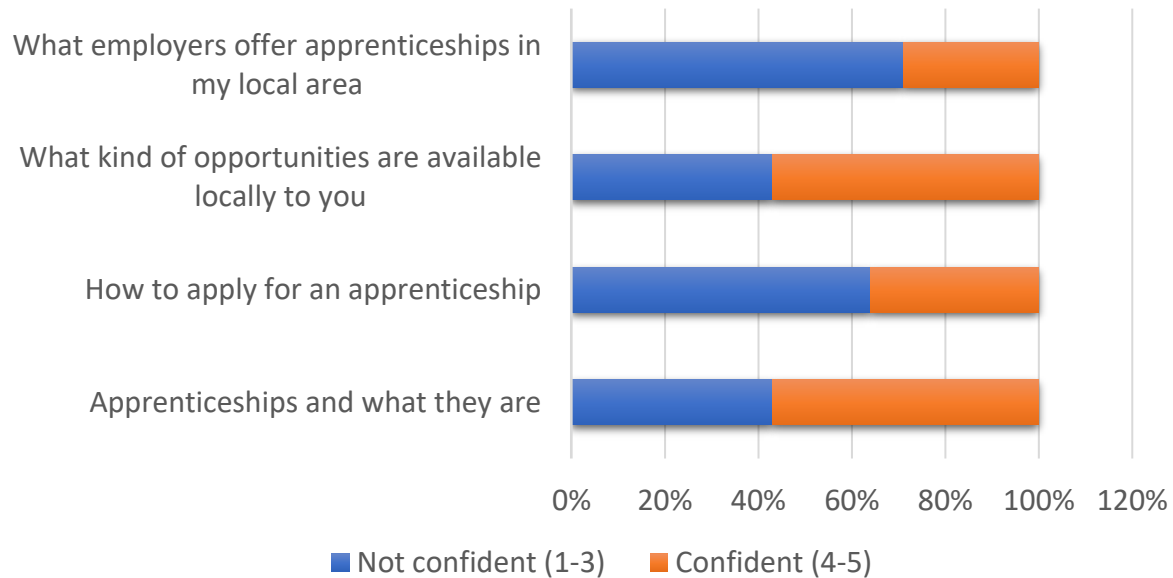
## Increased understanding

- Just over 1/3 of students already had a personal connection to an apprentice, whether through family or a friend.
- A few students had siblings on an apprenticeship with the same employer (McDonalds)
- When looking at the correlation of knowing an apprentice to understanding of them, we found that students who already knew an apprentice felt more confident in their knowledge of apprenticeship

# Apprentice connection impact on awareness

## Do know an apprentice

### Do know an apprentice



## Do not know an apprentice

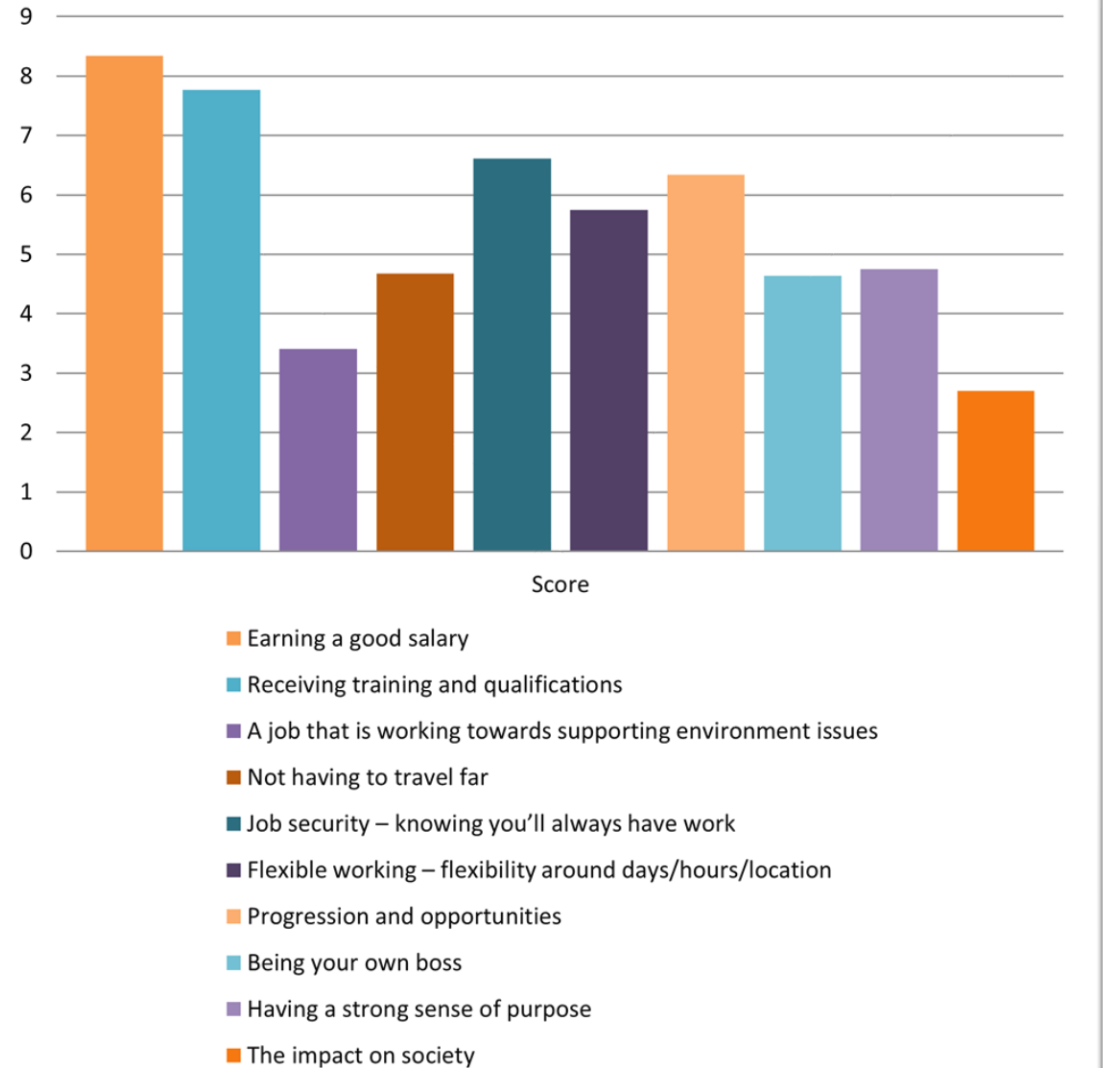
### Do NOT know an apprentice





## Priorities for career consideration

- Students were asked to score their priorities when considering a career from 1-10.
- The majority of students selected:
  1. Earning a good salary
  2. Receiving training and qualifications
  3. Job security
- Fewer students selected 'Impact on society' or 'A job supporting environment issues' as main priorities

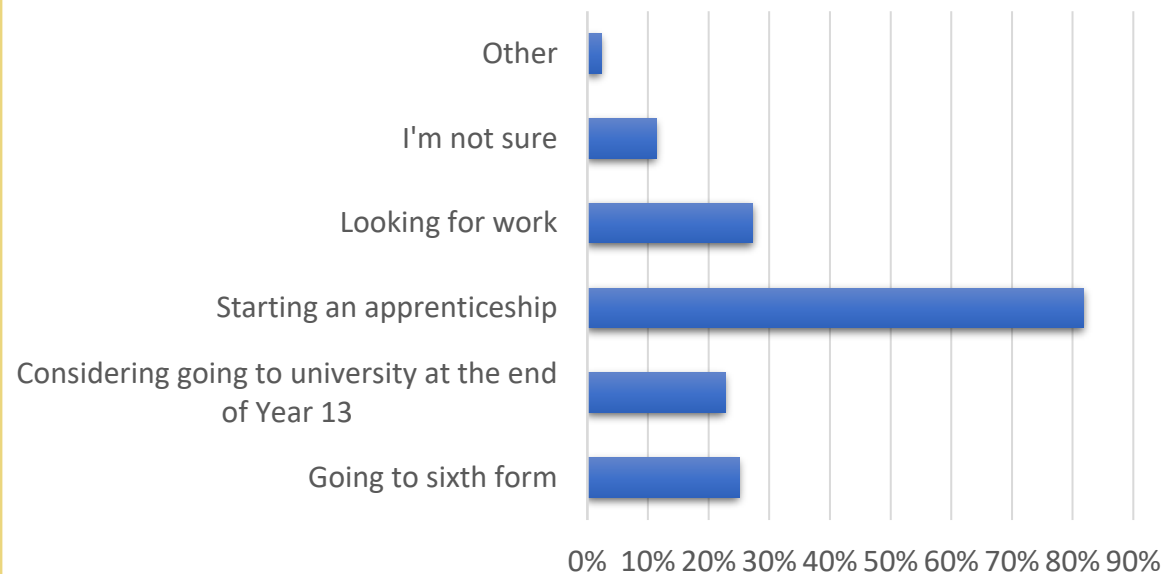


# **Impact of the project**

# Considering an apprenticeship

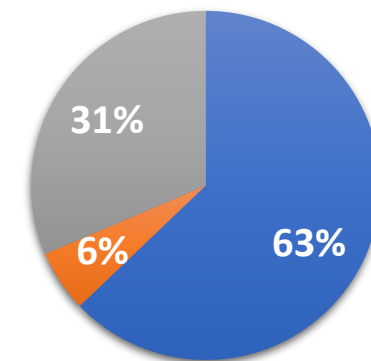
## Pre-project survey

When you finish school, do you have any plans or ideas on your next steps? (Tick all that apply)



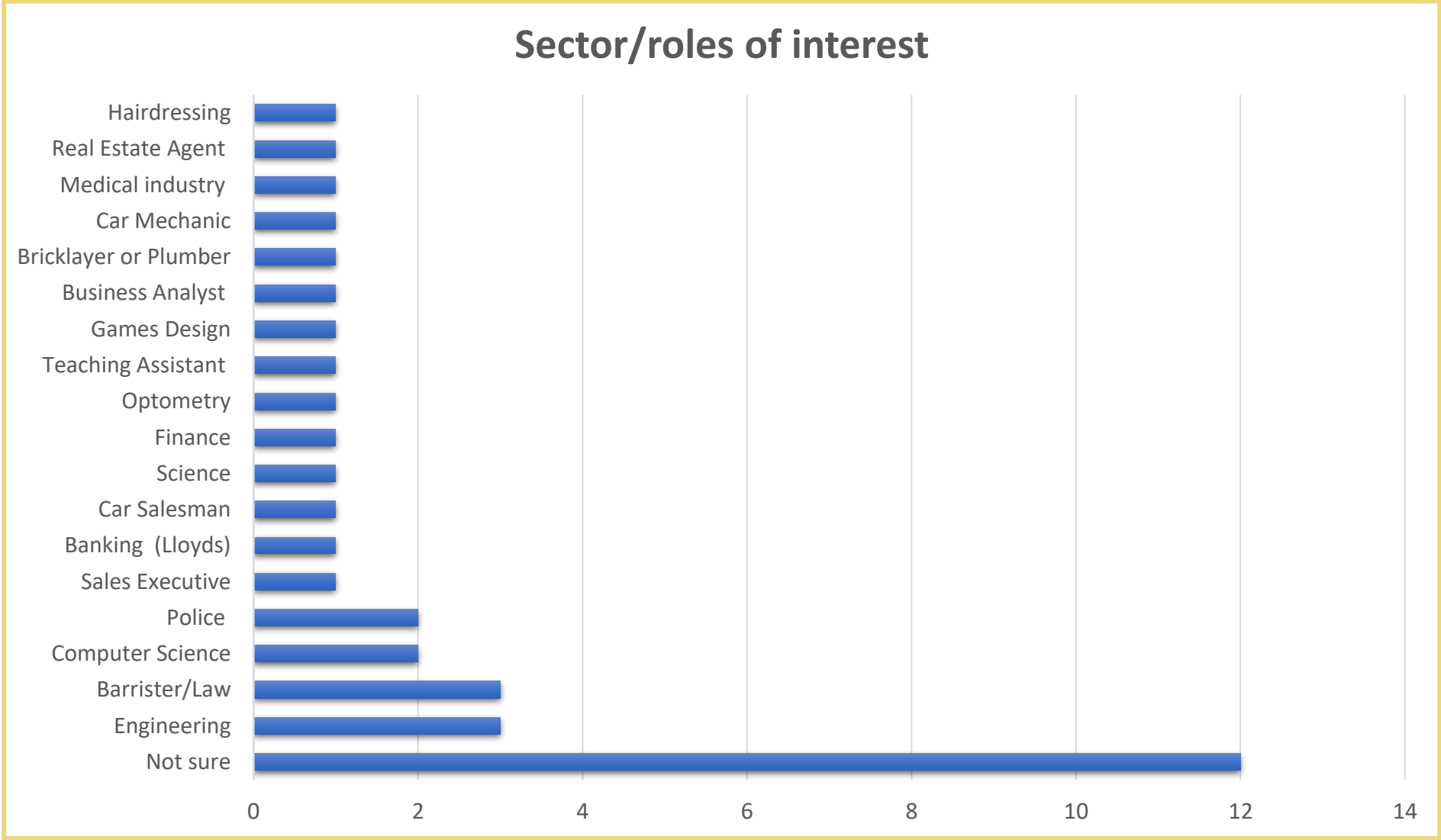
## Post-project survey

Would you consider doing an apprenticeship following the project?



■ Yes ■ No ■ Maybe

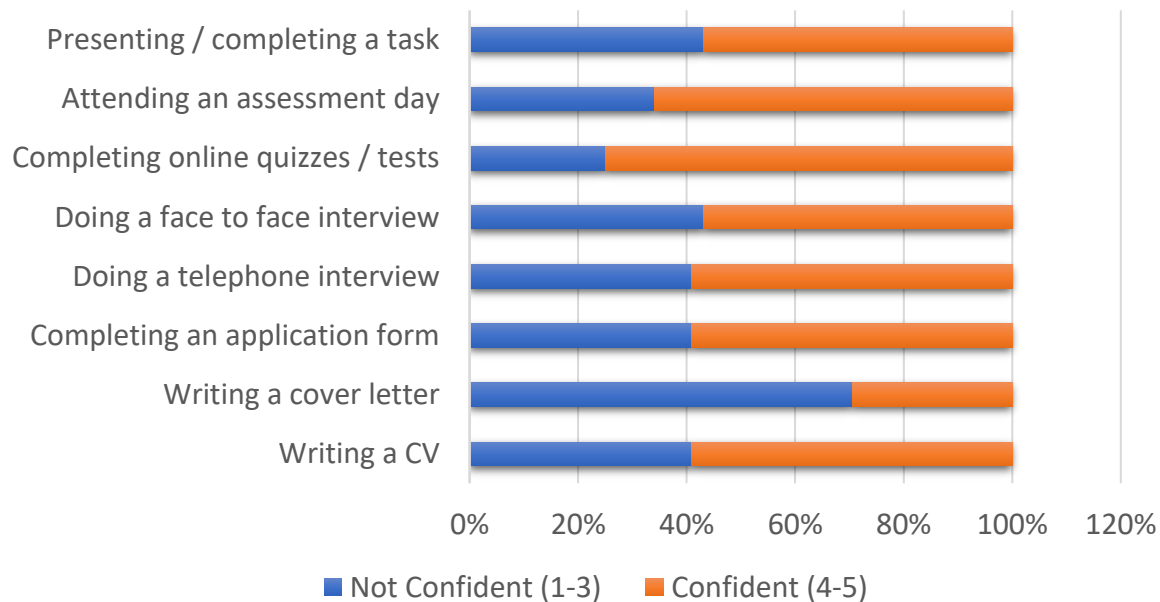
# Areas of interest



# Confidence in apprenticeship applications

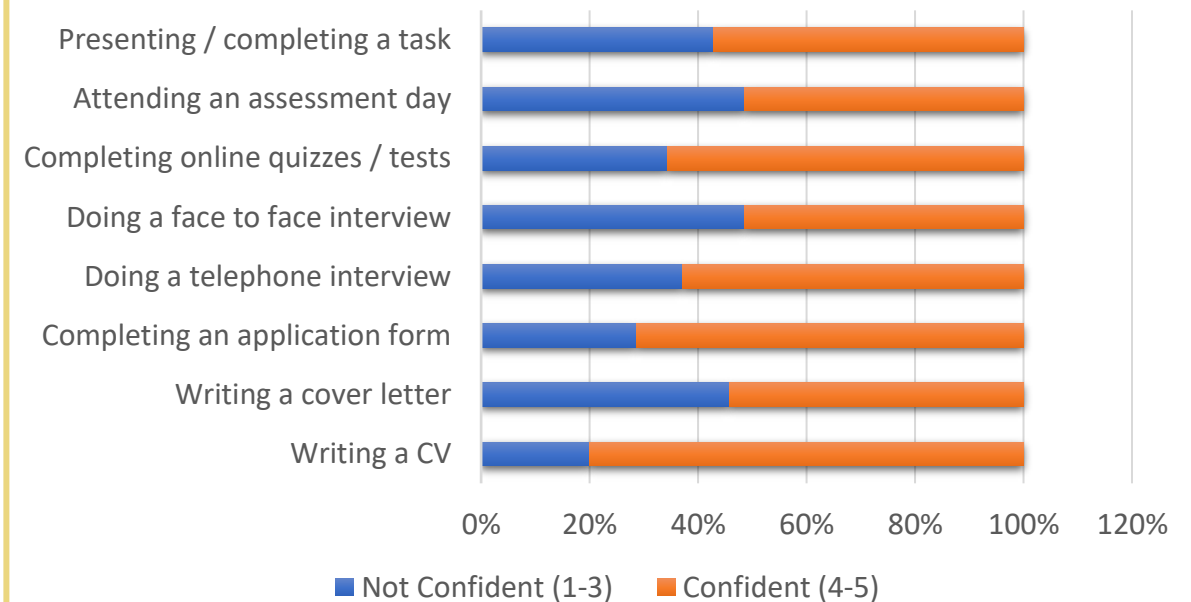
## Pre-project survey

### Confidence in application stages



## Post-project survey

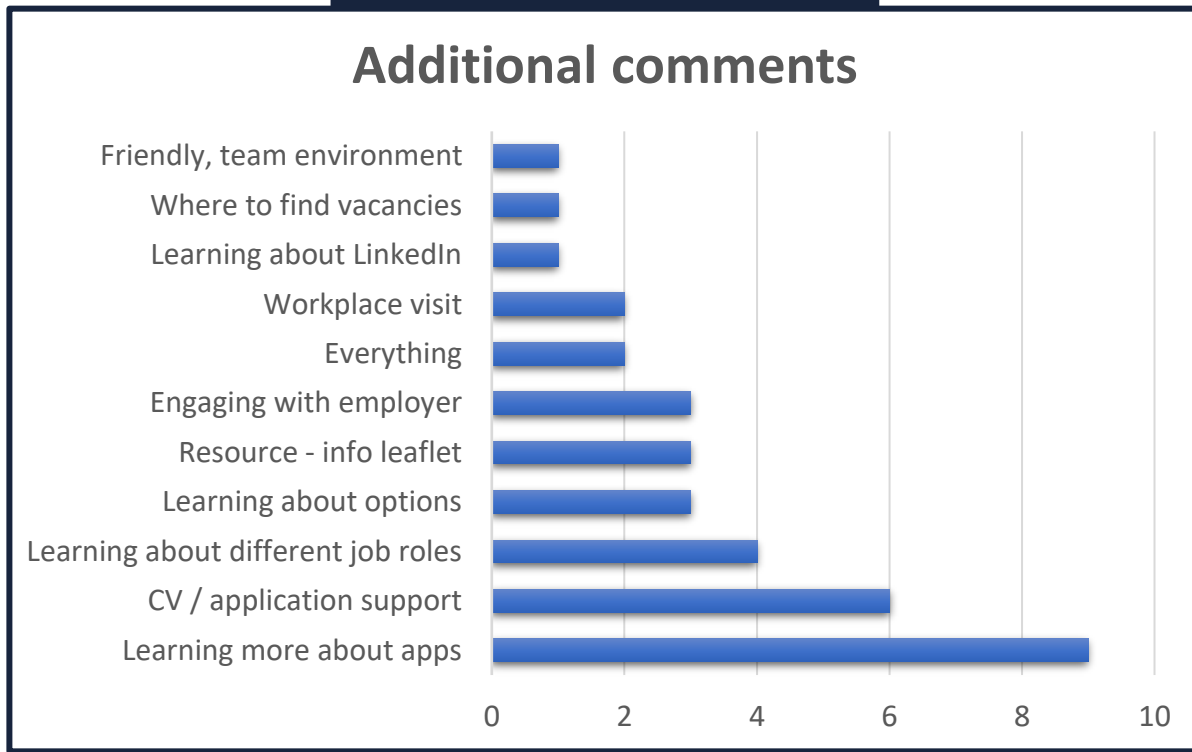
### Confidence in application stages



# **Student feedback**

# Student feedback

## Best parts of the project



## Even better if

### Bingley Grammar

2 x students from Bingley commented on the first session being **too heavily focused on kitchens** and thus, was less engaging. The second session was preferred where it supported students to prepare for applications and interviews.

*"I would have liked to hear about some other companies as well."*

*"I would have liked to find out more about where to find apprenticeships and applying."*

# Student feedback

**“Thank you, it was very helpful”**  
Bingley Grammar student

**“The sessions had helpful information and the lady was very nice”**  
Bingley Grammar student

**“I enjoyed this project”**  
Leeds City College student

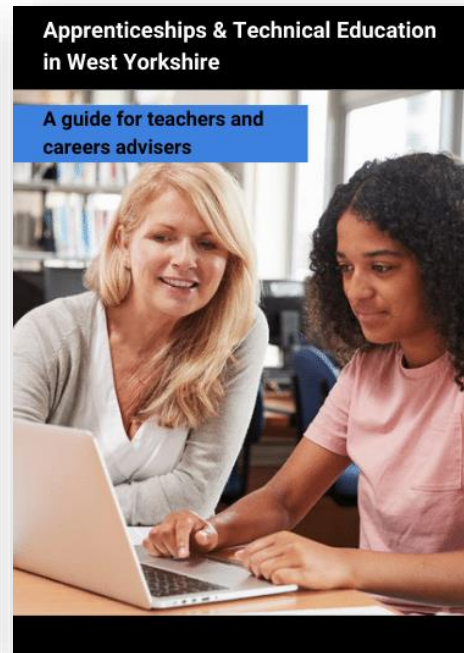
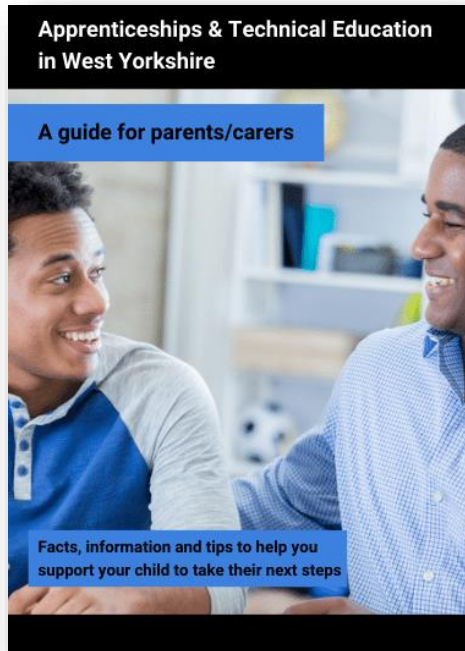
**“I would like an offer from you guys to do apprenticeship in your program if you are by any chance looking for an apprentice”**  
Leeds City College student

**“I really enjoyed doing this apprenticeships, it was very factual to my information”**  
Ossett Academy student



# Project assets

# ATEP Guides



The guides will be available on [FutureGoals.co.uk](https://www.futuregoals.co.uk) and will be regularly updated.

# Project films



Employer film

**View here:**

<https://vimeo.com/user/94832320/folder/16974505>